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ABSTRACT

During the first half of the 1989-90 school year, the Chapter 1 Prekindergarten program of the Saginaw, Michigan school district screened 421 children and served 377. Process evaluation activities consisted of an on-site, half-day classroom observation of each of the 13 prekindergarten teachers' classrooms. The observation instrument focused on cognitive and psychomotor activities, parent participation and education activities, and language development and scheduling activities in the classrooms. Observations revealed that: (1) with the exception of the activities of grouping and regrouping, activities to meet daily objectives were taking place in all classrooms; (2) a record of parent participation was being maintained in all classrooms; (3) labels were posted on objects in the classrooms to assist in word recognition; (4) teachers were employing language production and enhancement techniques, but with wide variation in frequency; and (5) methods used to schedule free play varied widely. Overall, the program is operating as planned, though some areas of operation could be improved. Appendices provide a list of participants, an activity observation checklist and key, an associated language observation instrument, and data on teachers' use of language production and enhancement techniques. (RH)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1989-90

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1989-90

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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February, 1990

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INTRODUCTION

Saginaw's Prekindergarten program is currently in its twentieth year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By January 29, 1990, 421 children had been screened using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered. Although 421 were screened during the first semester, 377 actually were served by the program.* Any student who received a raw score of 21 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 13 elementary buildings. The staff consists of a staff supervisor, 13 teachers, 14 teacher aides, and a secretary.

This year's program start up was difficult for the program supervisor because of the expansion of sites in the related Michigan Early Childhood Education Preschool (MECEP) program. These additional responsibilities of staffing and opening the new sites made it difficult for her to complete the supervisory visits to all the sites. However, the Prekindergarten program has a well established set of procedures that have guided its operation over its past nineteen years of operation.

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*See Appendix A for a count of participants by building.

PROCESS EVALUATION PROCEDURES

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each teacher's classroom. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for January 16-31, 1990. One of four evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

PRESENTATION AND ANALYSIS OF PROCESS FINDINGS

One entire classroom session for each of the thirteen prekindergarten teachers was observed from January 16-31, 1990. Four evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the three language observational items related to labels on objects, language related displays, and language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 161 minutes observing in each classroom. There were between 10 to 19 pupils in attendance per classroom observed with the modal number of children being 16. Nine of the thirteen teachers (69.2%) had at least one parent helping out in the classroom and three rooms had three parents helping the classroom teacher and aide.

The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

The first two pages of the observation instrument dealt specifically with objectives 1-16. The results of the observation related to these cognitive, psychomotor, and parent participation/education objectives are presented in Table 1 below.

TABLE 1. NUMBER AND PERCENT OF CHAPTER 1 PREKINDERGARTEN ACTIVITIES OBSERVED DURING JANUARY, 1990 CLASSROOM OBSERVATIONS.

Objective	Activity	Number and Percent of Teachers (N=13) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	13	100.0
2	Social Knowledge (i.e., work roles)	11	84.6
3	Grouping and Regrouping (i.e., classification)*	11	84.6
3	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	12	92.3
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	10	76.9
5	Temporal Ordering of Events	12	92.3
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	12	92.3
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	13	100.0
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	9	69.2
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	11	84.6
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	13	100.0
11	Linear Order (i.e., straight lines, counting)	12	92.3
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	9	69.2
13	Gross Motor Coordination*	13	100.0
14-16	Record of Parental Participation Being Maintained	13	100.0

*These activities are to take place <u>daily</u> in all classrooms.

As can be seen in Table 1 above, the following points can be made:

- Grouping and regrouping activities were observed in 11 of 13 of the classrooms (84.6%) rather than in all of them as called for in the program description.
- All classrooms (100%) carried out activities during the observations related to objectives 1, 7, 10, and 13. Three of the four objectives [1 (properties of objects), 10 (eye-hand coordination), and 13 (gross motor coordination)] were specified in the program description as occurring on a daily basis as the observations verified.
- Of the remaining cognitive and psychomotor activities, objectives 4, 8, and 12 had better than two thirds percentage of occurrence with 76.9%, 69.2%, and 69.2% respectively.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all thirteen (100%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings Related to Language Items.

1. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	13	100.0

Labels Posted	Frequency
• Refrigerator	13
• Closet	12
• Window	12
• Door	12
• Sink	12
• Blocks	12
• Teacher's desk	10
• Cupboard	9
• Chalkboard	9
• Chair	8
• Bathroom	8
• Record player	8
• Water table (water)	6
• Sand (sandbox/table)	6
• Art (art table/center)	6
• Puzzles	5
• Doll corner	5
• Books	5
• Table	5
• Science (science center/table)	4
• Exit (fire/tornado exit)	4
• Unifix (unifix cubes)	4
• Rocking chair	4
• Cabinet	3
• Clock	3
• File cabinet	3
• Clay dough (play dough)	3
• Stove	3
• Shelf (storage shelf)	3
• Geoboards	3

- The following labels appeared in only two classrooms each: mirror, listening, signs (traffic signs), construction paper, bristle blocks, snap beads (popping beads), pots and pans, pattern blocks, birthday cakes, pencil sharpener, and wall.
- The following labels appeared in a single classroom: sweet shop, easel, templates, color within lines, families, animals, manipulative toys, freezer, cooking food supplies, paper goods, cooking utensils, language activities, story sets, art supplies, paints, linker toys, shape sorter, beads, play panel hands, foam puzzles, office supplies, wooden blocks,

sorting, fish aquarium, time out chair, heater, barn, farm, ferris wheel, shape bears, house, train, school, calendar, ladder, high chair, teeter toter, toy box, grocery cart, toaster, fruits and vegetables, drawer, doll house, therometer, quiet corner, kitchen, piano, homework box, playschool cubes, workbench, block area, seeds, rocks, our work, tubs for parents, wonder blocks, plasic building blocks, waffled blocks, tubbing area, cooking area, magnetic board, snack area, round table, climber, housekeeping, slide, hook outlet, paper cups, napkins, plates, forks and spoons, popcorn popper, pattern sheets, viewmaster, lacing board, building blocks, foam shapes, house panels, mixed piece panels, flag, divider, pattern books, legos, nursery rhymes, pastics, wood, boat, snowman, snowflake, sled, skiing, tobogan, and tree.

-- Limits of range of objects labeled = 12 to 41 per classroom.
-- Average number of objects labeled per classroom = 22.8.
-- Median and modial number of labels = 20.

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix D.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	9.4	9.6	9.2	9.8	6.8	44.8
- Closed-Ended	14.8	12.7	19.3	10.1	11.8	68.7
• Restatement of Student Produced Responses						
- Exact Statement	7.2	7.1	6.5	7.2	7.3	35.3
- With Extension	6.9	7.3	6.7	5.8	6.2	32.9
Total						
- Questions	24.2	22.3	28.5	19.9	18.6	113.5
- Restatements	14.1	14.4	13.2	13.0	13.5	68.2

TABLE 3. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period									
	1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	0	26	1	27	0	24	0	26	2	13
- Closed-Ended	5	42	2	20	1	27	0	20	0	33
• Restatement of Student Produced Responses										
- Exact Statement	2	20	1	27	1	18	0	16	1	23
- With Extension	0	24	1	20	1	15	0	14	2	18

Conclusions Related to the Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All classrooms (100%) have labels posted on objects throughout the room (approximately 25 per classroom).
- There does not appear to be a common set of labeled objects in all rooms beyond the one observed (i.e., refrigerator). If we included any labels in ten or more of the rooms then the common set would include six additional items (i.e., closet, window, door, sink, blocks, and teacher's desk).
- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:
  - Closed-ended questions are used approximately 70% of the time and open-ended questions are used approximately 40% of the time.
  - Restatement with extension accounted for 51.8% and restatement of the exact statement accounted for the remaining 48.2% of all restatements of student produced responses by preschool teachers.
  - There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low totals of 37/26 and high totals of 202/111).

General Observations

There appears to be wide variation in the operation of the daily classroom schedule related to how pupils move from center to center. At some sites there appeared to be a defined pupil rotation system from center to center which gave all preschoolers a chance to experience each center. The schedule of moving from center to center also provides an element of structure to the daily activities as well as allowing equal exposure to the experiences at all centers. While at other sites there seems to be no obvious system of rotation to ensure that children have the opportunity to experience each center.

SUMMARY

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the twentieth year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1989-90 school year, 421 children were screened and 377 were served. Any student whose raw score was 21 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at each of the thirteen prekindergarten teacher's rooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all classrooms except for grouping and regrouping (objective 3); 2) a record of parent participation was being maintained in all thirteen of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition; 4) teachers were employing language production/enhancement techniques but with wide variation in frequency by site; and 5) a wide variation in methods used to schedule center to center free play was observed.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Activities to meet objective 3 (grouping and regrouping) were observed in 84.6% of the classrooms. This represents a vast improvement of last year when it was observed in 46.2% of the classrooms. Staff still needs to be reminded that this should be included in program activities on a daily basis.

- Determine a common set of labels for teachers to use to name objects in their rooms so there will be more consistency between sites.

- Develop with input from teachers a common set of objects to label in each room to insure consistency between sites.

- Based on the large differences between teachers in using language production/enhancement techniques with children, an expectation of the frequency needs to be communicated to staff.

- The frequency of closed- to open-ended questions (approximately 40/60) is excellent. A review and extension on how to better phrase open-ended questions to better foster expressive language seems warranted.

- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.

APPENDICES

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF JANUARY 29, 1990.

Elementary Building	Number of Participants
E. Baillie	29
Coulter	20
Emerson	25
Nelle Haley	29
Heavenrich	40
Houghton	31
Jones	17
Longfellow	39
Jessie Loomis	39
Morley	16
Jessie Rouse	37
Salina	15
Webber Ele.	40
TOTAL	377

APPENDIX B

CHAPTER 1 PREKINDERGARTEN ACTIVITY
OBSERVATION CHECKLIST
1989-90.

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Prekindergarten Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX B

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomine, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Prekindergarten Examples of activities for a detailed explanation of the types of activities.

APPENDIX B

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1989-90

1. Are labels posted on objects throughout the classroom?

____ No

____ Yes If yes, please list. _____

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      _____

      _____

      With extension: _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

APPENDIX B

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

APPENDIX B

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 — PREKINDERGARTEN

Example of Prekindergarten Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX B

(ECIA CHAPTER 1--PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX B

(ECIA CHAPTER 1--PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Ark work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomine -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX C

TABLE C.1. NUMBER OF TIMES A TEACHER EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE.

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE												
	A	B	C	D	E	F	G	H	I	J	K	L	M
A - First													
Open Ended	0	2	8	11	7	26	1	8	16	6	16	9	12
Closed Ended	9	11	11	42	14	27	5	5	20	5	32	6	6
Exact Statement	6	5	12	14	5	20	4	2	6	3	7	5	5
With Extension	0	6	7	24	4	13	2	6	6	2	7	8	5
B - Second													
Open Ended	8	1	27	4	3	5	1	7	19	15	13	19	3
Closed Ended	8	11	20	18	7	5	12	2	21	18	20	17	6
Exact Statement	2	4	27	1	2	13	2	1	11	10	7	10	2
With Extension	4	2	20	9	4	10	2	6	10	7	7	13	1
C - Third													
Open Ended	6	1	13	13	0	13	0	6	21	6	24	2	14
Closed Ended	27	1	8	11	11	8	3	8	15	5	23	2	10
Exact Statement	4	1	16	4	0	7	4	4	18	3	15	1	7
With Extension	10	1	5	15	8	5	2	2	15	4	12	1	7
D - Fourth													
Open Ended	1	0	6	8	8	18	4	5	26	5	19	7	20
Closed Ended	18	0	13	14	3	20	15	5	15	3	10	0	15
Exact Statement	3	0	12	6	4	14	16	6	11	2	8	2	10
With Extension	2	0	7	3	7	14	11	2	9	1	7	3	9
E - Fifth													
Open Ended	4	5	12	2	5	11	2	6	6	4	12	7	13
Closed Ended	16	5	15	18	4	5	5	7	11	10	33	0	24
Exact Statement	3	3	17	6	3	8	5	4	6	4	23	1	12
With Extension	5	4	10	3	3	5	3	9	3	2	18	5	10
TOTAL													
Questions	97	37	133	141	62	138	48	59	170	77	202	69	123
Restatements	39	26	133	85	40	109	51	42	95	38	111	49	68